NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION

DISTRICT INFORMATION	SCHOOL INFORMATION
District: VINELAND PUBLIC SCHOOLS	School: Dr. William Mennies School
Chief School Administrator: DR. MARY GRUCCIO	Address: 361 E. Grant Avenue, Vineland, NJ 08360
Chief School Administrator's E-mail: MGRUCCIO@VINELAND.ORG	Grade Levels: K-5
Title I Contact: MS. JOANNE NEGRIN	Principal: Mrs. Lisa B. Arena
Title I Contact E-mail: JNEGRIN@VINELAND.ORG	Principal's E-mail: Larena@vineland.org
Title I Contact Phone Number: (856) 794-6700 X 2030	Principal's Phone Number: (856)794-6957 X 3700

Principal's CeBasic Skillsfication

The following ceBasic Skillsfication must be made by the principal of the school. Note: Signatures must be kept on file at the school.

x❑   I ceBasic Skillsfy that I have been included in consultations related to the priority needs of my school and paBasic Skillscipated in the completion of Schoolwide Plan. I have been an active member of the planning committee and provided input to the school needs assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Lisa B. Arena   _____   **May 8, 2015**
Principal's Name   **Principal's Signature**   **Date**

SCHOOLWIDE SUMMARY INFORMATION

Critical Overview Elements

- The School had _3_ (number) of stakeholder engagement meetings.

- State/local funds comprised 97.28% of the school's budget in 2014-2015.

- State/local funds will comprise $5,209, 323.00/96.99% of the school's budget in 2014-2015.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Read Across America	#1-2	Read Across America		$5,700
Subs for Children's Literacy Initiative and Literacy Professional Development	#1-2	CLI/CAFÉ/Reader's & Writer's Workshop		$4,700
Parent Communication Tools	#1-3	Parent Communication Tools/Social Media: Facebook, Twitter, Remind 101, Webpage		$10,400
Basic Skills/Read180	#1-3	Basic Skills		$2,500

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT

ESEA §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For continuity, some representatives from this needs assessment stakeholder committee should be included in the stakeholder group planning committee. Identify the stakeholders who paBasic Skillscipated in the needs assessment and/or development of the plan. Signatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures. *Add lines as necessary.

Name	Stakeholder Group	PaBasic Skillscipated in Needs Assessment	PaBasic Skillscipated in Plan Development	PaBasic Skillscipated in Program Evaluation	Signature
Lisa Arena	Administration/Principal	X	X		
Kristen Speakman	Administration/Assistant Principal	X	X		
Lori Russo	Parent	X	X		
Lehann Reissek	Parent	X	X		
Karen Morvay	Parent	X	X		
Alexis Cartagena	Parent	X	X		
Karen Kreck	Classroom Teacher	X	X		
Kathy Trovarelli	Classroom Teacher	X	X		
Stacey Cast	Classroom Teacher	X	X		
Jeff DuBoise	District Math Supervisor	X	X		
Nicole Sapello	Classroom Teacher	X	X		
Lorraine Pino	Classroom Teacher	X	X		
Elena Bermudez	Media Specialist	X	X		
Robin Cohen	Special Education Teacher	X	X		

Stacey Cast	Classroom Teacher	X	X		
William Hartman	Guidance Counselor	X	X		
Nancy Hollenweger	Basic Skills Teacher	X	X		

Stakeholder/Schoolwide Committee Meetings

The purpose of this committee is to organize and oversee the needs assessment process; lead the development of the schoolwide plan; and conduct or oversee the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at different times of the year (e.g., fall and spring). List the dates of the meetings when the Stakeholder/Schoolwide Committee discussed the needs assessment, Schoolwide Plan development, and the program evaluation below.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
5/4/15	Mennies School	Needs Assessment	X		X	
6/23/15	Mennies School	Plan Development	X will be		X will be	
6/23/15	Mennies School	Program Evaluation	X will be		X will be	

*Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our purpose here?
- What are our expectations for students?
- What are the responsibilities of the adults who work here?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	Dr. William Mennies School, in partnership with our families and the community, will provide a positive and successful education for our students. We will encourage our students to achieve their personal best, offer opportunities to become respectful, responsible, and caring students, and embrace lifelong learning in a safe and caring environment. At Mennies School, we believe: 📖 All children can learn. 📖 All children benefit from developmentally appropriate practices and strategies. 📖 All children deserve a high quality education that meets and supports individual needs. 📖 Character traits, such as respect, responsibility, and caring, deserve the same attention as academic skills. 📖 Children learn best in a safe, caring environment that values collaboration, diversity, and respect.

SCHOOLWIDE COMPONENT: EVALUATION

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;(2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, paBasic Skillscularly for those students who had been furthest from achieving the standards; and(3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program
(For schools approved to operate a schoolwide program prior to 2014-2015)

1. Did the school implement the program as planned?
   Yes, the plan was implemented with fidelity.

2. What were the strengths of the implementation process?

   All stakeholders implemented the plan to the best of their ability and worked harmoniously together to ensure its success.

3. What implementation challenges and barriers did the school encounter?

   In 2013-2014 we began transitioning from Harcourt Trophies to Harcourt Journeys series in Grades 3 & 4. This transition presented some challenges initially but it aligned closely with the CCSS and is expected to lead to an increase in reading proficiency on standardized tests. During the school year 2014-2015 2nd grade received the series and first grade will get it in September of 2015.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?

   Strengths-We involved all stakeholders in the program implementation process. This was a key focus during PLC meetings, faculty meetings, and grade level meetings, teachers were involved in the revamping of the curriculum to follow ther series. Weakness-The process has been very slow and grade levels must be fased in over several years due to funding..

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

The plan was developed in conjunction with representatives from all stakeholder groups. This ensured that the input from all stakeholders would be fairly represented. The plan was presented at the opening day meeting and any questions or concerns were immediately addressed. The plan was discussed with parents at the initial PTO meeting and they were encouraged to reach out to the school administrators about their individual concerns.

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions?

   Staff members were committed to the plan and worked with all stakeholders to ensure the plan was as effective as possible. Staff perceptions were determined through interviews and surveys.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

   Community members appreciated the efforts made to increase student achievement. Their perceptions were determined through interviews, surveys, and comments in response to events.

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)
   Interventions were provided in small, instructionally appropriate groups. One-on-one interventions were provided as necessary.

9. How did the school structure the interventions?
   In the past the RTI model was utilized providing three separate tiers for remediation. Currently, the district has decided not to use that plan and instead use a Basic Skills aproach. Teacher annotations, grades and test results are used to determine the need for Basic Skills, progress is monitored each marking period. Teachers initiate the process for Read 180 by going through the Intervention and Referal Services process.

10. How frequently did students receive instructional interventions?
    Students receive Basic Skills Reading and or Math three times aweek in a small group for a duration of 30 minutes. They Receive Read 180 services daily for 60 minutes.

11. What technologies did the school use to support the program?

    SMART Boards are available for use in all classrooms. Students have access to Read180, and school purchased software which is web based. Teachers are able to monitor student progress through the use of these programs. In addition 8 Chrome Book carts are avaiable to use throughout the day. Teachers are able to sign out the carts within their grade level to inbed technology throughout their lessons.

12. Did the technology contribute to the success of the program, and if so, how?

Yes. Students worked on their individual levels and teachers were able to monitor their progress. Students are actively using Google docs to share their work. Teachers have begun to use Google Classroom to integrate all of their activities.

Evaluation of 2014-2015 Student Performance
State Assessments-PaBasic Skillsally Proficient

Provide the number of students at each grade level listed below who scored paBasic Skillsally proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Grade 4	48	30	Basic Skills –supplemental instruction to identified students. Read180- provides replacement instruction to identified students. Differentiated Instruction – Classroom teachers are trained in DI. Students work in guided reading groups at their instructional level. Flexible grouping is also utilized.	Increase in students not meeting grade level targets; Larger class sizes; less support from BASIC SKILLS/Basic Skills Teacher as a result of larger population
Grade 5	44	25		

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Grade 4	28	19	Basic Skills –provides supplemental instruction to identified students. Differentiated Instruction – Classroom teachers are trained in DI. Students work in groups at their instructional level for projects and instruction. Successmaker	Increase in students not meeting grade level targets; Larger class sizes; less support from BASIC SKILLS/Basic Skills Teacher as a result of larger population
Grade 5	22	14		

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency.
Kindergarten	n/a	n/a		
Grade 1	n/a	n/a		
Grade 2	28	33	Basic Skills and SRA Program	Focus on instruction at students' reading level; writer's workshop led to improved scores. Data analysis at grade level PLC meetings led to more targeted instruction.

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency.
Kindergarten	n/a	n/a		
Grade 1	n/a	n/a		
Grade 2	24	16	Basic Skills and Touch Math	Focus on instruction at students' reading level; writer's workshop led to improved scores. Data analysis at grade level PLC meetings led to more targeted instruction.

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement Implemented in 2014-2015

1 Content	2 Group	3 Interventions	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (outcomes must be quantifiable)
ELA	Students with Disabilities	SRA reading program; ICR classroom setting with certified special education teacher	YES	Initial and Final Tests; Benchmarks; KTEA Testing; IEP Goals and Objectives	A majority of students made progress toward grade level targets. -40 IEP students in grades 1-5 -38 made achieved goals and objectives in IEP -2 students who did not are achieve goals will have alternate placement in self-contained in 2015/16
Math	Students with Disabilities	Everyday Math; Touch Math; ICR classroom setting with certified special education teacher	YES	Initial and Final Tests; Benchmarks; KTEA Testing; IEP Goals and Objectives	A majority of students made progress toward grade level targets. 40 IEP students in grades 1-5 -38 made achieved goals and objectives in IEP -2 students who did not are achieve goals will have alternate placement in self-contained in 2015/16
ELA	Homeless	Basic Skills program; Classroom Interventions such as Differentiated Instruction/Flexible strategy groups	YES	Initial and Final Tests; Benchmarks; SGO assessments	A majority of students made progress toward grade level targets. -12 homeless students -12 students achieved grade level targets

SCHOOLWIDE COMPONENT: EVALUATION

1 Content	2 Group	3 Interventions	4 Effective	5 Documentation of	6 Measurable Outcomes
Math	Homeless	Basic Skills program; Classroom Interventions such as Differentiated Instruction/Flexible strategy groups	YES	Initial and Final Tests; Benchmarks; SGO assessments	A majority of students made progress toward grade level targets. -12 homeless students -12 students achieved grade level targets
ELA	Migrant	n/a			
Math	Migrant	n/a			
ELA	ELLs	ESL 30 minutes daily; Classroom interventions such as small, flexible grouping, DI, strategy groups; Sheltered English strategies	YES	ACCESS test	14 ELL students during the 2013/14 school year -13 of these students were extied from ESL -8 students received a 6/6 on the ACCESS -4 students scored in the 5.0-5.9 range -2 students scored in the 4.6-4.7 range
Math	ELLs	ESL 30 minutes daily; Classroom interventions such as small, flexible grouping, DI, strategy groups; Sheltered English strategies	YES	ACCESS test	14 ELL students during the 2013/14 school year -13 of these students were extied from ESL -8 students received a 6/6 on the ACCESS -4 students scored in the 5.0-5.9 range -2 students scored in the 4.6-4.7 range
ELA	Economically Disadvantaged	Basic Skills; Classroom interventions such as small, flexible grouping, DI, strategy groups	YES	Classroom performane; review of I &RS, 504, IEP	401 students -77/401 referred to I & RS Team for additional

SCHOOLWIDE COMPONENT: EVALUATION

1 Content	2 Group	3 Interventions	4 Effective	5 Documentation of	6 Measurable Outcomes
					interventions -6 had 504 plans -22 had IEP
Math	Economically Disadvantaged	Basic Skills; Classroom interventions such as small, flexible grouping, DI, strategy groups	YES	Classroom performance; review of I &RS, 504, IEP	401 students -77/401 referred to I & RS Team for additional interventions -6 had 504 plans -22 had IEP

Extended Day/Year Interventions Implemented in 2013-2014 to Address Academic Deficiencies

Interventions	2 Content/Group Focus	3 Effective Yes-No	4 Documentation of Effectiveness	5 Measurable Outcomes (outcomes must be quantifiable)
n/a	ELA			
n/a	Mathematics			
n/a	Students w/ Disabilities			
n/a	Homeless/Migrant			
n/a	ELLs			

SCHOOLWIDE COMPONENT: EVALUATION

Evaluation of 2014-2015 Interventions and Strategies

Professional Development **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	IEP Direct Training; Culture of Poverty-Questioning and Learning Styles; PLC meetings; Google Classroom/Drive Technology training; Dyslexia Training; CLI Coaching	YES	IEP Goals and Objectives; Staff surveys; teacher observation data; lesson plan review; NJ ASK performance; classroom grading performance	40 IEP student in grades 1-5 met goals and objectives during IEP Annual Review
Math	Students with Disabilities	IEP Direct Training; Culture of Poverty-Questioning and Learning Styles; PLC meetings; Google Classroom/Drive Technology training; Dyslexia Training; CLI Coaching	YES	IEP Goals and Objectives; Staff surveys; teacher observation data; lesson plan review; NJ ASK performance; classroom grading performance	40 IEP student in grades 1-5 met goals and objectives during IEP Annual Review
ELA	Homeless	Culture of Poverty-Questioning and Learning Styles; PLC meetings; Google Classroom/Drive Technology training; Dyslexia Training; CLI Coaching		Staff surveys; teacher observation data; lesson plan review; NJ ASK performance; classroom grading performance	12 homeles students met grade level proficiency in ELA
Math	Homeless	Culture of Poverty-		Staff surveys; teacher	12 homeless students met grade level

SCHOOLWIDE COMPONENT: EVALUATION

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Questioning and Learning Styles; PLC meetings; Google Classroom/Drive Technology training; Dyslexia Training; CLI Coaching		observation data; lesson plan review; NJ ASK performance; classroom grading performance	proficiency in math
ELA	Migrant	n/a			
Math	Migrant	n/a			
ELA	ELLs	Culture of Poverty-Questioning and Learning Styles; PLC meetings; Google Classroom/Drive Technology training		ACCESS testing data	13/14 students were exited from ESL 13/14 achieved targets on ACCESS testing
Math	ELLs	Culture of Poverty-Questioning and Learning Styles; PLC meetings; Google Classroom/Drive Technology training		ACCESS testing data	13/14 students were exited from ESL 13/14 achieved targets on ACCESS testing
ELA	Economically Disadvantaged	Culture of Poverty-Questioning and Learning Styles; PLC meetings; Google Classroom/Drive Technology training; Dyslexia Training; CLI		Staff surveys; teacher observation data; lesson plan review; NJ ASK performance; classroom grading performance	Reduced suspension rate to 5.8% Daily Attendance rate of

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Coaching			
Math	Economically Disadvantaged	Culture of Poverty-Questioning and Learning Styles; PLC meetings; Google Classroom/Drive Technology training; Dyslexia Training; CLI Coaching		Staff surveys; teacher observation data; lesson plan review; NJ ASK performance; classroom grading performance	

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities/All students	n/a			Our family and community activities are open to all groups, not just specific subsections of our school population.
Math	Students with Disabilities/All students	n/a			
ELA	Homeless	n/a			
Math	Homeless	n/a			
ELA	Migrant	n/a			
Math	Migrant	n/a			
ELA	ELLs	n/a			

SCHOOLWIDE COMPONENT: EVALUATION

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	ELLs	n/a			
ELA	Economically Disadvantaged	n/a			
Math	Economically Disadvantaged	n/a			
ELA	ALL students	Family Nights and Events; Parent Teacher Conferences; Wednesday Folder	YES	Sign In Sheets	-196 attendees at Open House/Community Information Fair -224 attendees at Back to School Night 9/8/14 -195 Seth Franco Family Night 10/14/14 -336 parents attended Parent Teacher conferences in November 2014 -140 families attended Read Across America Family Night Feb. 28, 2015 -333 parents attended Parent Teacher conferences in February 2015 -105 parents and students attended Family Fitness Day on May 2, 2015 -252 subscribers to Remind -519 followers on Mennnies Facebook page -52 followers on Twitter
Math	ALL students	Family Nights and Events; Parent Teacher Conferences; Wednesday Folder	YES	Sign In Sheets	-196 attendees at Open House/Community Information Fair -224 attendees at Back to School Night 9/8/14 -195 Seth Franco Family Night 10/14/14

SCHOOLWIDE COMPONENT: EVALUATION

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
					-336 parents attended Parent Teacher conferences in November 2014 -140 families attended Read Across America Family Night Feb. 28, 2015 -333 parents attended Parent Teacher conferences in February 2015 -105 parents and students attended Family Fitness Day on May 2, 2015 -252 subscribers to Remind -519 followers on Mennnies Facebook page -52 followers on Twitter

SCHOOLWIDE COMPONENT: EVALUATION

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

X❑   I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Lisa B. Arena   _____   **May 13, 2015**
Principal's Name   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children . . . that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards . . . "

2014-2015 Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Needs Assessment Process for 2014-2015 Interventions and Strategies

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)						
Academic Achievement – Reading	NJASK 3,4,5 *results from PARCC not available until August 2015	**LAL Proficiency** **Gen. Pop**	**2010**	**2011**	**2012**	**2013**	**2014**	
		Grade 3	41%	59%	57%	44%	60%	
		Grade 4	58.8%	51.2%	36%	52%	50%	
		Grade 5	60.2%	63.8%	46%	48%	55%	
Academic Achievement – Writing	NJASK 3,4,5 *results from PARCC not available until August 2015	**LAL Proficiency** **Gen. Pop**	**2010**	**2011**	**2012**	**2013**	**2014**	
		Grade 3	41%	59%	57%	44%	60%	
		Grade 4	58.8%	51.2%	36%	52%	50%	
		Grade 5	60.2%	63.8%	46%	48%	55%	

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)						

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Mathematics	NJASK 3,4,5 *results from PARCC not available until August 2015	See table below

Math Proficiency Gen. Pop	2010	2011	2012	2013	2014
Grade 3	59.1%	67.9%	75 %	64%	70%
Grade 4	77.5%	86.6%	80%	82%	70%
Grade 5	84.9%	86.3%	83%	82.4%	77%

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes
Family and Community Engagement	Perception Survey; Interviews; PTO meeting minutes and attendance; Sign-In Sheets from Parent/Family Events	9% increase in attendance at parent/family events; more families are attending monthly events. We have continued combining events, such as Back to School Night and a PTO meeting to promote increased attendance. Surveys indicated that parents are satisfied with the school. For school-wide events, parent participation remains around 50%.
Professional Development	District PD Survey; Participation and Contribution to PLC meetings; Staff Surveys after PD	Staff survey indicates a high satisfaction rating on PD offered throughout the school year, including Culture of Poverty, Smart Boards, PLCs, CLI, and Writer's Workshop. Teachers continue to collaborate and analyze student data in Professional Learning communities.
Leadership	2014-2019 District Strategic Plan	Committee consisting of parents/guardians, students, community business owners and leaders, teachers, school and district administration and BOE members met to create a 5 year strategic plan with 5 areas of focus: Student Achievement, Technology, Finance and Facilities, School Culture, and Communication/Community Partnerships.
School Climate and Culture	Staff Perception Survey; Professional Learning Community Attendance Rates; Discipline records	A school-wide focus on character education and character traits has led to an improved school climate and culture. Students are expected to follow a Code of Conduct that focuses on respect, responsibility, and caring. Student attendance rates average 95% consistently. Administration has targeted students who are frequently late and/or absent with personal phone calls and assistance from the School Social Worker as an intervention to improve specific student's attendance. 100% of classroom teachers believe character education is an effective intervention. 100% of classroom teachers believe working in a PLC can lead to an increase in student achievement.
School-Based Youth Services	Vineland Police Chaplain Program;	School social worker and school administration connects families and students in

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Community Policing-Lunch with a Police Officer	need with these services. Lunch with a Police Officer occurs 2x a month.
Students with Disabilities	NJASK 3,4,5	NJ ASK 2013/2014=LAL Grade 3=29% proficient; Math 50%; Grade 4=LAL 26%; Math 58%; Grade 5=LAL 22%; Math 64%. Students are working below general population proficiency. 40 IEP students are meeting goals and objectives in their IEPs.
Homeless Students	Attendance data	The school social worker works with homeless students individually to improve self-confidence and attendance and also works with families to provide basic needs. The District Homeless Coordinator arranges services for these families. 12 Homeless Students are meeting grade level expectations.
Migrant Students	n/a	
English Language Learners	ACCESS; NJ ASK	NJ ASK 2013/2014=LAL Grade 3=28% proficient; Math 100%; Grade 4=LAL 14%; Math 43%; Grade 5=LAL 0%; Math 17%. Students are working below general population proficiency.
Economically Disadvantaged	NJ ASK 3,4,5; AYP 3 year trend charts	NJ ASK 2013/2014=LAL Grade 3=50% proficient; Math 64%; Grade 4=LAL 41%; Math 66%; Grade 5=LAL 44%; Math 63%. Students are working below general population proficiency.

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment?

   At School Planning Team meetings, Faculty Meetings, and Professional Learning Community (PLC) meetings, teachers and staff members analyzed and discussed the results of surveys, the cluster analysis of NJ ASK results, and other pertinent school data in order to identify our needs as a school. Discussion about meaningful professional development and instructional priorities were the focus of grade level meetings and Professional Learning Community Meetings held throughout the year. As a result of these discussions and analysis of surveys, Dr. Mennies School decided to continue its focus on Professional Learning Communities as job-embedded professional growth for the 2015-2016 school year. Reader's and Writer's Workshop will remain a priority focus for grades K-3. We have used grade level meetings, vertical team meetings, peer observations, PLC meetings and district in-service days to study best practices in implementing Readers' and Writer's Workshop. In addition, we have planned professional development for teachers to improve teaching practices and analyzing student growth of impoverished learners. Technology will also remain an area of focus, as staff members continue to use Google Classroom and Chromebooks with all students in grades K-5.

2. What process did the school use to collect and compile data for student subgroups?

   School staff attended faculty meetings, School Planning Team meetings, grade level meetings, and PLC meetings to collectively examine test scores in order to determine our priority problems and AYP status. Teachers are able to access student data collected on the computer through the use of Scholastic Reading Inventory (SRI), and Fountas and Pinnell Testing. The main purpose of PLC meetings is to collaborate and analyze grade level data.

   Data is compiled for each classroom teacher by conducting a cluster analysis for the NJ ASK 3,4,5, Terra Nova, and Otis Lennon tests. In addition, Individual Performance Profiles (IPP) are examined for each student. At grade level and PLC meetings, teachers will continue to analyze each student's progress in the areas of reading, writing, and mathematics through district benchmarks, Running Records, end of unit tests, SRI, report card grades, and other appropriate informal assessments.

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?

Dr. Mennies School uses consistent measures provided by the state of New Jersey and the Vineland Public Schools. Harcourt Journeys and Read 180 are research-based programs that collect valid and reliable data on the computer. The district selects only research-based curriculum aligned with the Common Core State Standards, such as Everyday Math and Harcourt Trophies/Journeys.

4. What did the data analysis reveal regarding classroom instruction?

   There has been an increased effort to identify those students working below grade level in language art/literacy and mathematics. Strategies to address at-risk students must be consistent across grade levels. Working in PLCs has helped to address these issues. There has been an increase in teacher participation and student referrals for the Intervention &Referral Services Process.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?

   Professional development opportunities have focused on assessment strategies, data analysis, research-based teaching strategies and best practices. Teachers and school administrators have met and discussed the student needs. Professional development opportunities were selected based on the observed needs of the students. Outside providers and consultants have been contracted to ensure that teachers are knowledgeable about curriculum and best practices. Dr. Mennies School has been implementing job-embedded PD as teachers collaborate in PLCs. Data analysis has shown PLCs to be effective in increasing student achievement, as teachers work together to use data to drive instruction at grade levels

6. How does the school identify educationally at-risk students in a timely manner?

   The Vineland School District uses a basic skills model to immediately identify at-risk students in reading and math. All students are screened at the beginning and end of the year. Progress monitoring occurs every marking period. The school's basic skills team discusses each student and his/her progress. Adjustments to the students' educational program are then made accordingly. Annually, teachers evaluate students by carefully completing an Individual Student Performance Profile (ISPP) as one method to identify basic skills students. In addition, district benchmarks, NJ ASK 3-5 results, Terra Nova scores, Otis Lennon results are analyzed prior to the beginning of the school year. Going forward, PARCC results in grades 3-5 will be analyzized. The Intervention and Referral Services (I and RS) Team exists to make recommendations on individual students regarding academic and/or behavioral issues.

7. How does the school provide effective interventions to educationally at-risk students?

   Initial screenings using SRI, Fountas & Pinnell, and district assessments are used to identify at-risk students and provide additional instruction to students identified as at-risk. Students are administered frequent benchmarks to monitor progress. The results are analyzed to determine if students are showing growth or are in need of continued supplemental instruction in reading and/or mathematics. The I&RS Team meets on a consistent basis to develop strategies to help referred students succeed academically and/or behaviorally.

8. How does the school address the needs of migrant students?

   n/a

9. How does the school address the needs of homeless students?

   Homeless students are identified through our district's registration process. Students are coded in our record system as homeless. Our school social worker is key in providing effective interventions for our homeless students. Attendance is closely monitored by administration and guidance staff.

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?

    Teachers work together in PLCs to decide grade level appropriate assessments. This ensures that classroom assessments are consistent at each grade level. The district has determined, with input from supervisors, administrators, and teachers, that Fountas & Pinnell and the Scholastic Reading Inventory provide important data that can be analyzed to improve instructional programs. Various stakeholders, such as supervisors, administration, and teachers, collaborated to select the LEADS program in grade 5, Harcourt Journeys in grade 3 & 4 and Harcourt Trophies K-2, and Everyday Math in grades K-5. These programs are research-based and provide meaningful academic assessments.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school and/or middle to high school?

    Preschool students from various providers in the district visit our kindergarten classrooms once a year. 5th grade students will visit a middle school to prepare for this transition in June 2015.

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan?

    Priority problems are selected after careful data analysis. At grade level and PLC meetings, teachers analyze students' progress by utilizing district benchmarks, end of unit tests from Harcourt Trophies/Journeys and Everyday Math, running records, report card grades, and informal classroom assessments. Grade levels collaborate in PLC meetings to determine areas of need. Benchmark and SRI testing are used to collect data. Analysis of NJ ASK scores indicated that students were weak in the area of language arts/literacy and writing. Data will continue to drive our instruction and identify our professional needs.

    Provide a separate response for each question

SCHOOLWIDE COMPONENT: NEEDS ASSESSMENT

2015-2016 Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Increasing proficiency in Language Arts/Literacy	Closing the Achievement Gap
Describe the priority problem using at least two data sources	55% of the Total Population is Proficient on NJ ASK.	55% of the Total Population is Proficient on NJ ASK. Students in grades 3,4,5 in the following subgroups are performing well below the total population: ELL, students w/disabilities, Hispanic, and African American.
Describe the root causes of the problem	Many students are not succeeding in the content area of language arts/literacy. They lack understanding of essential knowledge taught. Teachers need to provide consistent, scientifically based strategies. PLCs must use effective data analysis to track student progress in language arts/literacy. The special education population is reading two years below grade level.	Students in these subgroups are working below grade level in reading and math. Need for consistent, scientifically based intervention strategies to address these students. Use of collaborative data analysis in Professional Learning Communities to determine effective strategies for subgroups to succeed. The special education population is reading two years below grade level.
Subgroups or populations addressed	All Students	White students, Hispanic Students, students w/disabilities, and those who are economically disadvantaged.
Related content area missed (i.e., ELA, Mathematics)	Language Arts/Literacy	Language Arts/Literacy and Mathematics
Name of scientifically research based intervention to address priority problems	Basic Skills Supplemental Instruction; Harcourt Journeys; CLI	Basic Skills Supplemental Instruction; Harcourt Journeys; Read 180; LEADS; Everyday Math; Touch Math
How does the intervention align with the Common Core State Standards?	The plan utilizes intervention strategies & scientifically based curriculum and programs that are aligned to National CCSS.	The plan utilizes intervention strategies & scientifically based curriculum and programs that are aligned to National CCSS.

2014-2015 Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Mathematics-3rd Grade	
Describe the priority problem using at least two data sources	70% of the Total Population performed at Proficient/Advanced Proficient level as measured by NJ ASK. A significant discrepancy between 3rd grade (total population and all subgroups) has been identified.	
Describe the root causes of the problem	Inexperience on standardized tests Need for improved continuity from 2nd to 3rd grade math	
Subgroups or populations addressed	All third grade students	
Related content area missed	Mathematics	
Name of scientifically research based intervention to address priority problems	Everyday Math Program Vertical Teaming of 2nd and 3rd grade teachers PLC collaboration of 3rd grade teachers Math coaching from district level Basic Skills	
How does the intervention align with the Common Core State Standards?	The plan utilizes intervention strategies & scientifically based curriculum and programs that are aligned to National CCSS.	

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies . . . "

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	SRA Reading; ICR classroom	Supervisors, Administration, Teachers	-Unit Assessments -Reading Inventory	NJ Department of Ed Model Curriculum for Special Education
Math	Students with Disabilities	Touch Math; ICR classroom	Supervisors, Administration, Teachers	-Classroom Assessments -District benchmarks	NJ DOE of Special Education Model Curriculum
ELA	Homeless	Free breakfast and lunch program; Harcourt Journeys; CLI grade K-3	Supervisors, Administration, Teachers; School Social Worker	-Unit Assessments -Classroom Assessments -District benchmarks	NJ DOE Best Practices in Education of Homeless Students
Math	Homeless	Free breakfast and lunch program; Everyday Math	Supervisors, Administration, Teachers; School Social Worker	-Unit Assessments -Classroom Assessments -District benchmarks	NJ DOE Best Practice in Education of Homeless Students
ELA	Migrant	n/a			
Math	Migrant	n/a			
ELA	ELLs	ESL program	ESL Teacher; Supervisor; Administration	-ACCESS Testing -Classroom Performance	NJ DOE Best Practices in Bilingual/ESL
Math	ELLs	ESL program	ESL Teacher; Supervisor; Administration	-ACCESS Testing -Classroom Performance	NJ DOE Best Practices in Bilingual/ESL

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	Children's Literacy Initiative; CAFÉ Model; Readers' Workshop; Writers' Workshop; Harcourt Journeys; LEADS in Gr. 5	Supervisors, Administration, Teachers	-Unit Assessments -Classroom Assessments -District benchmarks	Research based program based in Philadelphia; ASCD; IRA; ERIC; www.cliontheweb.com NJ Dept. of Education sponsored program nj.gov/education/profdev/pd
Math	Economically Disadvantaged	Everyday Math	Supervisors, Administration, Teachers	- Unit Assessments -Classroom Assessments -District benchmarks	Research supporting Everyday Math
ELA	ALL students	Children's Literacy Initiative; CAFÉ Model; Readers' Workshop; Writers' Workshop; Harcourt Journeys; LEADS in Gr. 5; READ 180	Supervisors, Administration, Teachers	- Unit Assessments -Classroom Assessments -District benchmarks	Research based program based in Philadelphia; ASCD; IRA; ERIC; www.cliontheweb.com NJ Dept. of Education sponsored program nj.gov/education/profdev/pd Research supporting READ 180 www.teacher.scholastic.com
Math	ALL students	Everyday Math	Supervisors, Administration, Teachers	- Unit Assessments -Classroom Assessments -District benchmarks	Research supporting Everyday Math

Use an asterisk to denote new programs.

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Name of Intervention	**Content Area Focus**	**Target Population(s)**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research SuppoBasic Skillsng Intervention** (from IES Practice Guide or What Works Clearinghouse)
n/a	ELA				

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114(b)(I)(B) *increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;*

Name of Intervention	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research SuppoBasic Skillsng Intervention (from IES Practice Guide or What Works Clearinghouse)
n/a	Mathematics				
n/a		Homeless Migrant			
n/a		Economically Disadvantaged			
n/a		Students with Disabilities			

*Use an asterisk to denote new programs.

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) *In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Dyslexia Training; Ongoing technology training; PLC meetings	Administration; Supervisors	-students meeting goals and objectives in IEP -SGO assessments -Unit and Classroom assessments	NJ Department of Ed Model Curriculum for Special Education www.wrightslaw.com
Math	Students with Disabilities	Ongoing technology training; PLC meetings	Administration; Supervisors	-students meeting goals and objectives in IEP -SGO assessments -Unit and Classroom assessments	NJ Department of Ed Model Curriculum for Special Education www.wrightslaw.com

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Homeless	Updated information regarding education of Homeless Students (Fac. Meetings)	Administration, School Social Worker	-number of homeless students meeting grade level proficiencies	NJ DOE Best Practice in Education of Homeless Students
Math	Homeless	Updated information regarding education of Homeless Students (Fac. Meetings)	Administration, School Social Worker	-number of homeless students meeting grade level proficiencies	NJ DOE Best Practice in Education of Homeless Students
ELA	Migrant	n/a			
Math	Migrant	n/a			
ELA	ELLs	Continuation of Sheltered English training	District Supervisor	-number of students achieving proficiency on ACCESS testing -number of students exited from ESL	Sheltered English--NJ DOE Professional Development Information
Math	ELLs	Continuation of Sheltered English training	District Supervisor	-number of students achieving proficiency on ACCESS testing -number of students exited from ESL	Sheltered English--NJ DOE Professional Development Information

SCHOOLWIDE COMPONENT: Reform Strategies

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	Continuation of Culture of Poverty training	Administration	-number of ED students achieving grade level proficiencing -classroom performance	Research of Ruby Payne http://www.ahaprocess.com/
Math	Economically Disadvantaged	Continuation of Culture of Poverty training	Administration	-number of ED students achieving grade level proficiencing -classroom performance	Research of Ruby Payne http://www.ahaprocess.com/
ELA	All students	Children's Literacy Initiative-Reader's Workshop and Writer's Workshop ongoing coaching and training; PLC meetings	Administration; Supervisors	-students reaching grade level targets in ELA -classroom performance -PARCC performance	National Reading Panel Research; www.cliontheweb.com Research of Lucy Calkins DuFour's extensive research on the effectiveness of Professional Learning Communities; *Professional Learning Communities at Work*
Math	All students	Continued Everyday Math updates/training	Administration; Supervisors	-students reaching grade level targets in math -classroom performance -PARCC performance	Research supporting Everyday Math

Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;(2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, paBasic Skillscularly for those students who had been furthest from achieving the standards; and(3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2014-2015? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?

   The review will be conducted internally by a school wide committee consisting of district and school level administrators, parents, and teachers.

2. What barriers or challenges does the school anticipate during the implementation process?

   We are moving from Harcourt Trophies to Harcourt Journeys series in Grade 1. This transition may present some challenges initially but should lead to a more seamless transition between first, second and third grade.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?

   The plan for 2014-2015 was developed in conjunction with representatives from all stakeholder groups. This ensured that the input from all stakeholders would be fairly represented. The plan will be presented at the opening day meeting and any questions or concerns will be immediately addressed. The plan will also be discussed with parents at the initial PTO meeting and they are encouraged to reach out to the school administrators about their individual concerns.

4. What measurement tool(s) will the school use to gauge the perceptions of the staff?

Surveys and individual interviews will be used to gauge the perception of staff members.

5. What measurement tool(s) will the school use to gauge the perceptions of the community?

    Surveys, participation/attendance, and individual interviews will be used to gauge the perception of community members.

6. How will the school structure interventions?

    Struggling students will receive daily supplemental reading from basic skills teachers in grades 1-5. Students that struggle with math will receive 2-3 times weekly for 30 minutes.

7. How frequently will students receive instructional interventions?

    Students working below grade level will receive instructional interventions in reading daily for 30 minutes in addition to their regular classroom lesson. In math, students will receive supplemental pull-out math support 2-3 times weekly for 30 minute sessions.

8. What resources/ technologies will the school use to support the schoolwide program?

    Students have access to computers and SMART boards in each classroom. In addition, Chromebooks will be utilized in preparation for PARCC testing.

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?

    The school will utilize Fountas & Pinnell Running Records, Scholastic Reading Inventory, and PARCC scores to assess the effectiveness of the program.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups?

    Results of the schoolwide program evaluation will be shared with stakeholder groups at Faculty and PTO meetings.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance . . . such as family literacy services

Research continues to demonstrate that successful schools have significant and sustained levels of family and community engagement. Therefore, it is important that schoolwide plans contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2014-2015 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Name of Strategy	Content Area Focus	Target Population(s)	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (from IES Practice Guide or What Works Clearinghouse)
Read Across America Family Night	ELA	All Students Grades K-5	School Librarian	Number of parents attending as indicated on sign-in sheets; number of parents consistently attending family nights will show a 5% increase.	Many years of research indicates that parents are key to student success at the elementary level. Research suppoBasic Skillsng a variety of parent involvement programs can be accessed at http://www.eric.ed.gov/.
Back to School Night	All Areas	All Students Grades K-5	Administration; Teachers	Number of parents attending as indicated on the individual classroom sign-in sheets will show a 5% increase.	When families become involved in their children's education, students, schools, and communities all benefit because strong home-school partnerships help all stakeholders focus on the real issue of high student achievement. (Caplan, 2000).
Monthly PTO Meetings	All Areas	All Students Grades K-5	Administration; PTO Board Members	Number of parents attending as indicated on sign-in sheets; number of parents consistently attending and volunteering for PTO sponsored activities will show a 5% increase.	According to research completed by the Michigan Dept of Ed, lack of PI is the biggest problem facing public schools today. www.michigan.gov (Rose, Gallup, and Elam, 1997)
Wednesday Folders	All Areas	All Students Grades K-5	Administration; Classroom Teachers	Number of parents in each classroom returning Wednesday folder, signed and emptied will show a 5% increase.	
Family Nights (Softball, Lip Sync, Game Nights, Movie Nights, Fun Fair, etc.)	All Areas	All Students Grades K-5	Administration; Teachers	Number of parents attending as indicated on sign-in sheets; improved school climate and culture will show a 5% increase.	
New School Web Page, School Presence on Facebook, Twitter, and Remind 101	All Areas	All Students Grades K-5	Administration; Teachers	Number of parents indicated following the school of Social Media; improved school climate and culture will show a 5% increase.	

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the

   comprehensive needs assessment?

   Research shows that students whose families are actively involved in their education achieve greater levels than those whose parents are not involved. Increased family and community involvement will help to close the achievement gap existing with our economically disadvantaged and minority students.

2. How will the school engage parents in the development of the written parent involvement policy?

   The district has a Parent Involvement Policy in effect and it is being updated at our April 2015 board meeting.   At the School level we developed school based policy with input from our PTO and community members. We have a School compact that is disseminated to all.

3. How will the school distribute its written parent involvement policy?

   The Policy is posted on the District's Web site.

4. How will the school engage parents in the development of the school-parent compact?

   The district worked with stakeholders to create a district wide school-parent compact.

5. How will the school ensure that parents receive and review the school-parent compact?

   The School-Parent Compact is mailed to all District houshold in August.

6. How will the school report its student achievement data to families and the community?

   Student achievement is reported to the public through the local media, school-based and district-based webpages, Facebook, as well as in the school newsletter.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives

(AMAO) for Title III?

The school district sends notification to the students' home via mail. Schools also inform parents through newsletters and a website.

8. How will the school inform families and the community of the school's disaggregated assessment results?

Parents receive information about the Department of Education's School Report Card website from the school. Local newspapers also report student achievement data, along with the local Channel 9.

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan?

Representatives from the Parent Teacher Organization were invited to paBasic Skillscipate in the needs assessment and planning development stages of the Unified Plan.

10. How will the school inform families about the academic achievement of their child/children?

Individual assessment results are sent to parents by the school district. Parent conferences are held as-needed and in November and February. Parents can also logon to a district parent portal.

11. On what specific strategies will the school use its 2015-2016 parent involvement funds?

Funds were used to support all family involvement nights—materials, guest speakers, food. There will be an increased focus on events that address the identified priority problems such as closing the achievement gap, literacy, and character building.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with dispropoBasic Skillsonately high numbers of teachers who are not highly qualified. To address this dispropoBasic Skillsonality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	49 100%	District level responsibility to recruit and retain HQ staff; competitive salaries; positive work environments; ongoing professional development opportunities for collaboration remain in effect.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0 0	
Paraprofessionals who meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)	13 100%	District level responsibility to recruit and retain HQ staff; competitive salaries; positive work environments; ongoing professional development opportunities for collaboration remain in effect.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by ESEA (education, ParaPro test, portfolio assessment)*	0 0	

* The district must assign these paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Salaries remain competitive to attract HQ staff. Staff members are empowered and have a greater sense of efficacy through the work they do in Professional Learning Communities.	District HR Director Dr. Joe Rossi